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DESCRIPTORS Behavioral Objectives; *Employment Opportunities; Information Sources; *Job Search Methods; Job Training; *Learning Activities; *Learning Modules; Occupational Clusters; *Occupational Information; *Relevance (Education); Transparencies

ABSTRACT

An instructor's manual on education and jobs is provided in this set of prevocational education materials which focuses on the vocational area of the world of work. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three periods), activity goals, four instructional objectives, vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class and during the class, masters for duplication and a set of transparencies). (CT)

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# WORLD OF WORK – EDUCATION AND JOBS

Kit No. 39

## INSTRUCTOR'S MANUAL

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In Cooperation With

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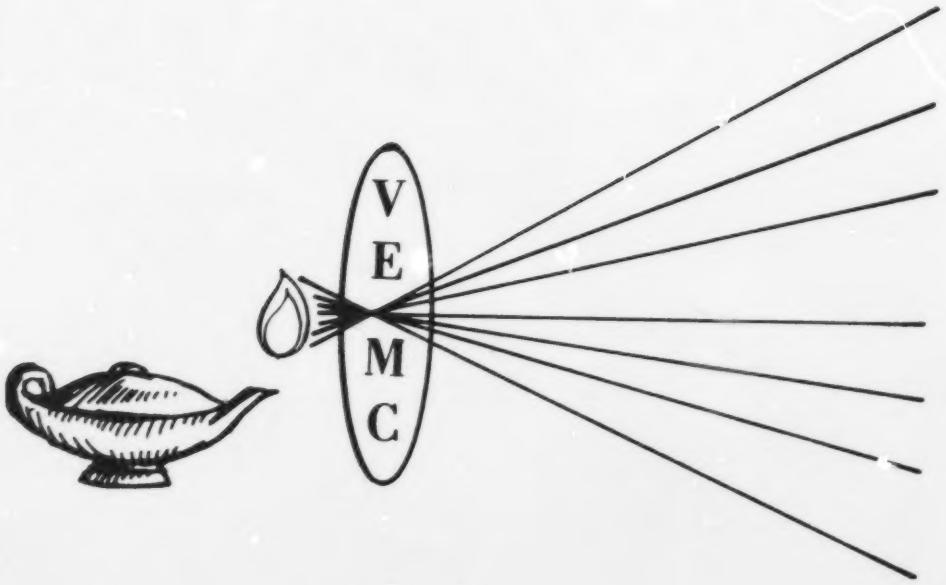


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## TITLE OF ACTIVITY

Kit No. 39, World of Work – Education and Jobs

## DURATION

Main Activity – 3 periods

## GOALS

The student will understand the benefits which can be derived from completing high school.

The student will be made aware of the sources of training for occupations in the community.

The student will understand how to find out about job openings.

The student will understand how to find pertinent information on job opportunities in the community.

## INSTRUCTIONAL OBJECTIVES

The student will list four reasons for completing high school.

The student will list five ways of obtaining occupational training in the community.

The student will list five means of finding out about job openings.

Using a student worksheet, the student will write in the information required on two part-time jobs in the community.

## VOCATIONAL CLUSTERS

Agriculture
Distributive Education
Health Occupations
Home Economics
Office Occupations
Trade and Industry

## ACTIVITY IMPLEMENTATION

### A. Activity Description

Through the use of transparencies, class discussions, and exercises, the student will understand the benefits derived from completing high school and how to find out about job openings.

### B. Safety

Not applicable.

### C. Materials Required

1. Audio Visual Equipment
   Projection screen
   Overhead projector
   16 mm projector (if free film is used)
2. Technical Equipment
   Transparencies:
   Importance of Education
   Lifetime Income As Affected By Years of School Completed
   Sources of Training for Occupations
   Sources Of Information on Part-time Jobs
   Possible Benefits of A Part time Job For High School Students
   Possible Disadvantages of Working Part-time
   Some Agencies Which Employ Part-time Workers
   Ways of Working Part-time
3. Expendable Materials
   (Most of these are available as school supplies.)
   Pencils with erasers (have students bring these)
   Paper for activities
   Old newspapers (want ads)

### D. Preparation Prior To Class

Study material.

Contact guidance counselor for booklets on jobs and careers.

Schedule overhead projector.

Schedule 16 mm projector if free film is used.

Ask each student to bring pencil with eraser.

Set up overhead projector and 16 mm projector.

As students do written work, circulate and give individual help as needed.

Assign students to be looking for

information on job openings in the local community. Do not give them hints as where to locate this information.

**E. During Class Session**

Discuss importance of completing high school. If possible, use a resource person to speak on the importance of completing high school and answer questions students may have. Possible resource persons:

1. Guidance counselor
2. Adult education coordinator
3. A carefully selected high school dropout who believes he/she made a mistake in dropping out
4. A high school principal or area vocational center director

If a resource person is not available, use transparencies 1 and 2 to supplement a class discussion of the topic.

On a piece of paper, have the students list four reasons for completing high school.

As a class, have the students explain these reasons.

Discuss the different means of obtaining training for occupations. Use transparency 3. Use catalogs, brochures, directories, pamphlets, and other information to determine and present instruction on the training available in your community. Guidance counselors and representatives of technical education centers can be of assistance in providing this information.

On a sheet of paper, have the students list five ways of obtaining occupational training in the community.

Conduct a discussion with the class concerning jobs open in the community. Have students tell how they learned of the job openings.

On the chalkboard, make a list of the jobs open in the community and the way the students learned of the job openings. For example: want ad in newspaper, sign in window of business, etc.

Discuss with the class the different ways used to find out about job openings. Use the list compiled in Step 7, transparency 4, and other sources students can name.

Discuss some advantages and disadvantages of students working while in school. Use transparencies 5 and 6.

NOTE: The idea of part-time work was selected as a means of presenting these ideas since many students are interested in part-time employment and can readily identify themselves with this approach.

Discuss some of the agencies which hire students to work part time. Use transparency 7 to supplement responses from students.

Discuss some jobs students can perform on a part-time basis. Use transparency 8 to supplement responses from the students.

Handout Student Worksheet 1 and have students obtain information on the two part-time jobs open in the community. Give them two days to complete the form and return it to class.

**MASTERS FOR DUPLICATION**

Student Worksheet 1

## STUDENT WORKSHEET 1

From reading local newspaper advertisements, from talking with your family and friends, or from any other source, determine what types of part-time jobs are open in your community and surrounding cities. Complete the following questions on two available jobs.

1. a. Company or organization _____

   b. Title of job _____

   c. What kinds of work would be involved? _____

   _____

   d. What are the hours the job requires? _____

   _____

   e. What salary do you think the job would pay? _____

   f. List two or more ways you feel this particular job could benefit you. _____

   _____

   _____

   _____

2. a. Company or organization _____

   b. Title of job _____

   c. What kinds of work would be involved? _____

   _____

   d. What are the hours the job requires? _____

   _____

   e What salary do you think the job would pay? _____

   f. List two or more ways you feel this particular job could benefit you. _____

   _____

   _____

   _____

# IMPORTANCE OF EDUCATION

1. INCREASED EARNING POWER

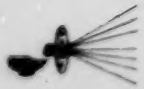
2. RESPECT OF COMMUNITY AND FRIENDS

3. FEELING OF ACHIEVEMENT

4. INCREASED ABILITY TO MAKE A CONTRIBUTION TO SOCIETY

5. INCREASED ABILITY TO ENJOY LIFE

6. INCREASED JOB SECURITY



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Transparency No. 1

# LIFETIME INCOME AS AFFECTED BY YEARS OF SCHOOL COMPLETED

| YEARS OF SCHOOL | LIFE INCOME | AVERAGE YEARLY INCOME |
|---|---|---|
| LESS THAN 8 | $260,000 | $5,200 |
| 8 YEARS | 323,000 | 6,800 |
| 1-3 YEARS OF HIGH SCHOOL | 371,000 | 8,400 |
| 4 YEARS OF HIGH SCHOOL | 452,000 | 10,400 |
| 1-3 YEARS OF COLLEGE | 525,000 | 11,900 |
| 4 OR MORE YEARS OF COLLEGE | 731,000 | 16,200 |

*SOURCE: STATISTICAL ABSTRACT OF THE UNITED STATES 1976
SUPERINTENDENT OF DOCUMENTS,
U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON, D.C. 20402, pg. 128.

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Transparency No. 2

# SOURCES OF TRAINING FOR OCCUPATIONS

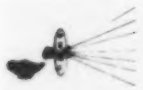
- AREA VOCATIONAL CENTERS
- REGULAR HIGH SCHOOL VOCATIONAL EDUCATION COURSES
- COOPERATIVE VOCATIONAL EDUCATION COURSES
- COMMUNITY, JUNIOR, AND SENIOR COLLEGES
- ON-THE-JOB TRAINING
- TECHNICAL EDUCATION CENTERS
- APPRENTICESHIP PROGRAMS (USUALLY LAST FROM 2-6 YEARS)
- PRIVATE TRAINING INSTITUTIONS
  (BUSINESS COLLEGES, COSMETOLOGY SCHOOLS, ETC.)

Transparency No. 3

# SOURCES OF INFORMATION ON PART-TIME JOBS

* WANT ADS IN NEWSPAPERS
* LOCAL STATE EMPLOYMENT SERVICE OFFICE
* RADIO AND TELEVISION ANNOUNCEMENTS
* SIGNS POSTED IN PLACES OF BUSINESS
* FRIENDS AND FAMILY
* GUIDANCE COUNSELORS AND TEACHERS
* EMPLOYMENT AGENCIES

Transparency No. 4



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# POSSIBLE BENEFITS OF A PART-TIME JOB FOR HIGH SCHOOL STUDENTS

1. INCOME FOR SPENDING OR SAVING FOR FUTURE.
2. KNOWLEDGE OF JOB OPPORTUNITIES AVAILABLE IN BUSINESS AND INDUSTRY.
3. EXPERIENCE IN WORKING WITH FELLOW WORKERS.
4. DEVELOP ATTITUDES DESIRED OF EMPLOYEES BY EMPLOYERS.
5. EXPLORE DIFFERENT TYPES OF WORK TO SEE WHAT KINDS OF WORK YOU WOULD AND WOULD NOT LIKE TO DO.
6. WORK EXPERIENCE - A GOOD REFERENCE FOR FUTURE EMPLOYMENT.
7. MAKE GOOD USE OF SPARE TIME.
8. LEARN TO ACCEPT ADULT RESPONSIBILITIES.
9. GIVE AN OPPORTUNITY TO MAKE NEW FRIENDS.

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Transparency No. 5

# POSSIBLE DISADVANTAGES OF WORKING PART-TIME WHILE ATTENDING HIGH SCHOOL

1. COULD CUT DOWN TIME NEEDED FOR STUDY.
2. COULD RESTRICT YOU FROM PARTICIPATING IN EXTRACURRICULAR ACTIVITIES.
3. COULD RESTRICT YOUR SOCIAL LIFE, SUCH AS TIME FOR DATING AND NOT HAVING TIME TO BE WITH FRIENDS.
4. MIGHT KEEP YOU AWAY FROM YOUR FAMILY AND CHORES YOU PERFORM AT HOME.
5. MIGHT REQUIRE EXTRA EXPENSES FOR SUCH ITEMS AS CLOTHING, DRY CLEANING, TRANSPORTATION, AND OTHER THINGS.

Transparency No. 6

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# SOME AGENCIES WHICH EMPLOY PART-TIME WORKERS INCLUDE

* LOCAL RETAIL STORES
* MANUFACTURING PLANTS
* SERVICE AGENCIES (AUTOMOTIVE GARAGES, SERVICE STATIONS, RADIO-TV REPAIR COMPANIES, ETC.)
* SCHOOLS
* COLLEGES AND UNIVERSITIES
* CONSTRUCTION COMPANIES
* EATING PLACES

Transparency No. 7

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# WAYS OF WORKING PART-TIME

* CUTTING GRASS, DOING YARD WORK
* BABYSITTING
* MAKING ARTICLES FOR SALE
* PAPER ROUTES
* WASHING CARS
* RUNNING ERRANDS

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Transparency No. 8

## CARE OF YOUR TRANSPARENCIES

These transparencies are produced by the offset printing method at the Vocational Education Media Center, Clemson University, Clemson, South Carolina. They are designed to be an aid to you in your teaching program. Although they are developed by economy techniques, they will last many years if you will care for them. Here are some suggestions we believe will help you in caring for them:

1. The transparencies have been dusted during the printing process. This dust may be washed off with a damp, soft cloth. Use water only. The dust can cause unsightly shadows on your projector. Dry the transparencies gently with a cloth, paper towel, or by spreading them out on a table until dry.

2. Please do not write on the transparency with a grease or wax pencil. If you wish to emphasize something, place a clear sheet of plastic over the transparency and write on the clear sheet. This will prevent possible abrasion to the transparency.

3. Store this folder in a good filing cabinet. If you wish to mount them you may. Overlays should be hinged together to start with.

4. Store in a dry place.

5. Yes, the plastic will bend, tear and scratch – if you let it be abused. Cared for properly, it will last for many years.

6. To separate the transparency from the slip sheet, grasp the transparency in one hand and the slip sheet in the other, near the glue strip, and carefully pull the two apart.